HUMOR AND ITS USE DURING A LESSON: CAN IT HELP STUDENTS TO

REMEMBER THINGS BETTER?

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Abstract

The strategy of using humor in language teaching has become an integral part of the teaching process of many second language classrooms. Because of the multiple positive benefits of humor in the classroom, more and more language teachers understand that entertaining classrooms help learners learn. In the classroom, humor strategies can help reduce learning pressure and anxiety, support focus on classroom participation and learning, and increase learning interest. Simultaneously, humor teaching makes the classroom atmosphere very relaxed, and learners are more likely to form long-term memories of learning content in this type of environment. Therefore, this project provides second language teachers with the characteristics and strategies of humor to help them understand humor's benefits in enhancing learners' memorization. It includes the benefits of using humor by second language teachers, examples of how to use humor to help learners remember and provide teaching templates for second language teachers. The paper suggests that second language teachers use culture-based funny pictures, verbal humor, and humorous stories in the classroom. This choice simplifies the teacher's pre-class preparation and curriculum design while increasing the learner's language output ability and memory ability.

Dedication

      I dedicate this thesis to my parents who have been my encouragement and support in spite of the distance. And I dedicate my thesis to my colleagues who provided a lot of reference and ideas.

Acknowledgments

I would like to thank Dr. Elena King, my advisor, for the support she has given me throughout my graduation studies. She has a wealth of knowledge and a positive academic attitude, providing valuable suggestions for my academic research. And she provided strong support for my writing throughout the thesis process.

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Chapter 1: Introduction

With the increasing amount of ESL and EFL students, the requirements of teaching methodology during a lesson becomes more and more essential for second language teachers. Learning a second language and the quality of second language learning is becoming more and more essential under globalization. Because of the development of new media and technology, traditional education is facing big challenges in motivating students, catching students' attentions, and helping students' memorization process. In-person classes are top-rated among second language learners in many cases. According to Woodyatt et al. (2016), in-person classes increase the connection between students and teacher. Their interactions with the teacher in class help them understand and remember many things. However, a boring class will reduce students' enthusiasm for learning. Tze et al. (2015) found that boredom negatively impacts motivation and students' success. Stiff teaching also makes everything challenging to learn and remember. In recent years, I have been engaged in teaching a second language, and I am continually searching and updating learning strategies that are appropriate for students. When I found that students could remember things better and remember for a longer time by laughing through a joke, a meme, or a physical action, I began to consider whether humor would help students remember things.

Through this project I will assist English as a Second Language/English as a Foreign Language (ESL/EFL) teachers with teaching strategies that use humor to help their students remember things. As an educator, one of our obligations is to create an efficient classroom environment and atmosphere so that second language learning can be achieved. Accordingly, it is important to provide humor strategies, especially for those dull classes.

The concept of a sense of humor has been appreciated in education. Bell (2009) described humor as "socially and psychologically beneficial to learners" (p.241), emphasizing that humor creates a more relaxed atmosphere of the classroom and helps to keep students interested. Aria and Tracey (2003) found that "the use of humor promoted creative thinking in children" (p.164). Similarly, Fata, et al. (2018) believed that a teacher with humor would be seen as friendly and energetic and easily receive respect from students. Based on their research, humor is an essential strategy for both students and teachers. However, the previous research did not analyze the influence of humor on the perspective of remembering things.

Considering its importance and advantages, humor and its use should be considered during education because of its positive influence in learning and encouraging students' motivation. Similarly, humor strategies can be considered an essential part of learning. Teachers should choose suitable humor such as jokes, videos, stories, and so forth. Some teachers, especially those whose first language is English, can teach with a sense of humor by their speech; however, they still need to pay attention to the cultural background, respecting students' identity.

Based in the idea of using humor in the classroom, this project describes a handbook that demonstrates different strategies for using humor to support students' memorization process. ESL/EFL teachers will find humor strategies to improve their teaching environment. This handbook intends to help teachers find humor strategies that benefit students' remembering things. This handbook focuses on guiding teacher to improve students' skills with memorization .

The development of the handbook aims to remind teachers that using humor in education can be beneficial. It is necessary to introduce the reason to use humor to benefit students in learning. This handbook provides humor strategies for teachers and helps teachers better understand using humor. Teachers should play a role in making classes full of fun and

laughter which, in turn, helps students learn and remember things. Teachers have to realize a funny class will increase students' attention and help their learning and success. If students are more interested in their teachers' speech during classes and they can form a great relationship, they will learn and achieve more.

This project's direct beneficiaries are native and non-native ESL/EFL teachers who have different backgrounds and cultures. They may apply these strategies to teach in a more relaxed and enthusiastic atmosphere. This project also helps teachers with their teaching methods by demonstrating additional teaching skills. Furthermore, this project involves divergent thinking of both teachers and students. That will benefit critical thinking and learning language.

Chapter 2: Literature Review

Memory is necessary for everyone in every learning process, and memory depends on learning. Students memory is an essential aspect for second language teachers to focus on because remembering is related to the students' learning and use of the language and influences students' success. To help students form a long-term memory, strategies that help students remember things should be considered by all of the second language teachers. Students will need to learn and use the language to accomplish the lesson's goals because the language objective can help students' learning. Entertainment in the classroom has improved teaching effects and stimulates students' interest and motivation in learning a second language (Wright, et al., 1992). Laughter in the classroom, fun activities, and so forth, strategies become more useful in teaching and learning.

Teachers who use their sense of humor in teaching, are often appreciated by the students since humor is an excellent quality that can easily make the class fun. Students can catch the goals of the lesson in an unconscious process. Similarly, teachers who can foster humor strategies will expand teaching proficiency, improve teaching ability, and help students learn and remember (Girdlefanny, 2004). According to previous studies (Andarab & Mutlu, 2019; Bell, 2009; Fata et al., 2018), humor is beneficial in second language classes . Both students and teachers benefit from the humor in the classroom. This chapter first describes the previously conducted research on humor strategies and the way to use humor in a second language classroom. At the same time, this chapter analyzes how humor helps students remember things and provides feasible classroom strategies. Both new teachers and

experienced teachers can reflect and update based on this chapter and find suitable teaching

methods for teachers and students.

Definition and categories of humor

Researchers believe that 1340 is the first written record of the word humor entering

Middle English (Mayer, 2019). The Oxford Learner's Dictionary defines humor as "the

quality in something that makes it fun and the ability to laugh at things that are funny" (p.1).

However, different researchers have different definitions and understandings of humor.

Traditionally, humor has been regarded as a mechanism for dealing with difficulties and daily

life (Thorson & Powell, 1993). The definition of humor varies between fields. As for the

educational field, Andarab and Mutlu (2019) defined humor as "an important element in the

learning process, facilitating both teaching and learning" (p.23). Sam (2017) linked humor to

learners' social and cultural backgrounds and defined humor as one type of teaching accepted

and appreciated by the learners.

On the other hand, humor can be divided into different categories in different research

fields. Heidari-Shahreza (2018) divided humor into four categories, which are "verbal,"

"ideational," "existential" and "physical" humor. Furthermore, Fata et al. (2018) divided

humor as universal or humor that any person understands, culture-based humor, which

depends on the culture of a person, and linguistic humor or verbal jokes" (p.118). Similarly,

Aria and Tracey (2003) believed that humor needs to work on "physiological, emotional,

social and cognitive functioning" (p. 163). Bekelja et al. (2006) divided humor into multiple

types which include "jokes, puns, riddles, sarcasm, physical antics, nonverbal behaviors,

cartoons, and one-liners" (p.180). In summary, humor is a kind of entertainment, which refers

to an activity where learners play and usually interact with others. In another sense, humor

although is not technically an artificial language that modifies code, but is an entertainment

language. By creating more meaningful and useful situations, learners can more easily form an understanding of language. Simultaneously, in terms of education, verbal jokes and culture-based humor are considered relatively helpful humor categories.

Benefits of humor

Reduce stress and anxiety

Arnie et al. (1999) believed that a strong sense of humor could help individuals find positive elements from negative situations, avoid negative interactions under heavy pressure, and accomplish more easily under competition. In the education field, Fata et al. (2018) stressed the reduction of stress by using humor in learning the English language according to the questionnaire's analysis, including 78 participants. Eighty-five percent of students in this study achieved success and achievement under humorous teaching. Furthermore, Perlini et al. (1999) discussed the influence of humor on the tests. The result of 60 participants showed that teaching with humor helped reduce the pressure during exams and positively affect the scores. Similarly, Berk (2000) also reported that humor immensely helped reduce anxiety, stress, and tension during a test.

Increase participation and interest in learning

Davies (2003) believed that classes usually fail to provide learners with participation in the necessary context, and therefore, humor use would help develop the second language classrooms. A great number of research such as Fata et al. (2018), Andarab et al. (2019), Ziyaeemehr et al. (2011) believed that appropriate humor in the classroom would increase the fun and communication of the class, enabling students to participate more actively in the content as well as the activities of the class. As a result of this, avoiding humor use in the

second language learning classroom could affect second language learners' interest in communication and understanding.

Askildson (2005) considered humor a unique tool in teaching a second language finding that classroom humor increased interest in learning.   Similarly, Bell (2009) found that humor raised students' interests in learning "vocabulary, semantics, syntax and discourse conventions of the target language, as well [gave] insight into the culture of those who speak that language" (p. 241).

Enhanced motivation and the teacher-student relationship

According to the Instructional Humor Processing Theory (IHPT) from Wanzer et al. (2010), humor can be divided into adaptive and maladaptive. Adaptive humor is seen as "a means of relating to others in a prosocial and positive way" (p. 1); however, maladaptive humor is considered the way that "is used to demean or harm others" (p. 1). Humor related to the classroom's content belonged to the adaptive humor and positively affected students' learning motivation. Similarly, Berk (2000) committed to using humor in the teaching and learning process to build up students' self-learning motivation. Sam (2017) believed humor as "a motivational element in an English language classroom" (p. 89). According to Sam (2017) "humor and joke are the intertwined in the content, and all use to motivate and draw the learners" (p. 90). On the other hand, Poirier and Wilhelm (2014) studied negative humor and believed that "negative humor could dampen students' motivation for the class and thus hinder learning" (p. 27).

Considering the proposition of IHPT from Wanzer (2010), humor use in the classroom positively affects the relationship between instructors and students' learning. Bell (2009) also believed that despite the difference in the culture of non-native speakers (NNSs), humorand jokes are easy to learn for native speakers (NSs). Many students desire professors to use

humor in class because of the relationships between students and professors would be stronger by applying humor. Additionally, Fata et al. (2018) believed that when adding humor to the class, "the English teacher first need to build a good relationship and mutual trust with students and understand students' interests, likes and dislikes" (p. 117). Students feel more at ease when interacting with engaging teachers because they express their feelings to those who usually welcome them. Students could also build genuine relationships with teachers who use humor to break barriers.

Culture-based humor

Berwald (1992) believed that there are no particularly obvious differences between or general humor and cultural humor. At the same time, a large number of scholars, such as Trachtenberg (1979), Berwald (1992), and Medgyes (2002) proposed that humor often required specific cultural knowledge to understand and appreciate, which is different from general humor. Culture-based humor requires special teaching methods. To better understand and benefit from the humor, English language teachers should adequately understand some of the students' cultural backgrounds to avoid misunderstandings and ambiguities. According to Fata et al. (2018), humor and culture are interlinked in language perceptions. Similarly, Leist and Müller (2013) described the different reflections of different students from different countries. In one particular example,   German students laughed when hearing a joke, but Canadian students did not because the Canadian students did not "get it."

One problem that   arose during learning or reflecting on humor in the classroom was that of the teachers' humor. Bell (2019) focused on the issue that many participants from outside countries of the United States struggled when they heard the teachers' humor because the humor is not the same as what they expected. However, Bell (2019)   emphasized that the learners can "sort out what exactly is being made fun of with a certain depth of understanding

of the target culture" (p. 248). Trachtenberg (1979) also asserted that "jokes embody a culture, and as such, are a means of transmitting the spirit of our own culture to our students" (p. 90-91). The sense of humor and culture that Trachtenberg (1979) described is applicable in teaching theme and words and expression methods, which made the communication effect between humor and culture particularly perfect.

Humor helps remember things

Chabeli (2008) found that "learners remember facts that are linked to jocular examples" and "jokes are remembered readily, and so teachers find their jokes being solemnly repeated back to them in assignments and in examinations" (p. 55). According to the participants' feedback of Chabeli, humor made the cumbersome phenomenon more concrete. By injecting humor into the content and using humor as an example, second language learners remember more easily. Humor can be a teaching method that connects learners to show the teachers' motivation, approachability, enthusiasm for the teachers' subject, expert knowledge, and experience. Gravett (2005) found that "humor appropriately integrated with content and making use of the learners' previous knowledge, can serve as a "hook" for remembering important content" (p. 44).

Equally, Schmidt (1994) and Mickes et al. (2012) believed that a sense of humor significantly affects judging old, new, and source memories. With interesting captions, learners could remember better. In terms of the amount, humorous sentences are easier to remember than un-humorous sentences. The results showed that humorous materials had received more and more attention and application. Suzuki and Heath (2014) mainly focused on the interaction of humor and humor-related content in recall and memory. When humor is related to the lecture materials, students will be more likely to remember the example. The results showed that the use of relevant examples of humor, whether it is a verbal humor or

videos, could help students memorize examples and details in the classroom. Likewise, Muñoz-Basols (2005) believed that although humor is not a necessary condition for second language courses, language humor can be used to make the learning process more interesting, thereby improving learning efficiency. Muñoz-Basols argued educators to teach memorization in a playful way where learners would be able to "learn faster, and become conscious and responsible for their own learning" (p. 45). Also, Muñoz-Basols believed that "Humor transforms the ambience of the class when students enjoy sharing their playful strategies with others" (p.45).

Additionally, Bertero and Fung (2016) followed a Long Short-Term Memory model to predict humor in dialogues. The results showed that the frame based on the Long Short-Term Memory model would increase students' memorization. Although the results are based on TV-sitcom, it also showed that humor could help remember things.

Humor strategies in remembering things

As Berk (1996) discussed, "humor can be used as a teaching tool" (p. 71), to increase motivation and memorization of boring or difficult course content. According to Berk, most materials, such as syllabus, exams, readings, and questions, can be posted in a humorous form. These forms can be used in a spoken language, for example, asking a humorous question or telling a joke. Also, the humorous forms include acting or drama, imitating the way of speaking of TV or movie characters, which fits the class's learning content. Humorous expressions or jokes can also be used in an exam description. Berk recommended that "encountering jocular directions of an exam is an unexpected twist that can help to release students' tension" (p. 82).

Girdlefanny (2004) also discussed many humor tools that teachers could use in the classrooms. Girdlefanny believed humor aimed to improve the teacher-student relationship

and to create fun in the classroom. Many tools that help entertainment in the classroom from the start to the end of the class. Except for the same or similar strategies as Berk, Girdlefanny proposed humor strategies such as role-playing, rap songs, and students-as-teachers to help students remember difficult things more actively and openly. As a result of this, Girdlefanny posted the idea of "find your inner comedian" (p.24) to teachers to find an excellent method in using humor.

Muñoz-Basols (2005) believed the "humorous shortcut is easy to remember, it helps students learn to distinguish how to use each verb" (p.43) and posted strategies "DON'T HELP" which aimed to classify verbs into eight categories: "Description, Occupation, Nationally, Time, Health, Emotions, Location, and Present Progressive" (p. 43-44). These eight categories explained in detail the form and application of verbs, significantly similar verbs. Muñoz-Basols described "WEDDINGS" as a funny way "to illustrate grammar" and "motivate students and enhances their awareness of how language operates" (p. 44). The strategies "WEDDING" category words in the way that teachers analyzed the words by describing if the word is "Wishes, Emotions, Doubt, Desire, Imperative, Negative expressions, Good, and Surprise" (p. 44). Additionally, Deiter (2000) found that "Cartoons" can be found easily from newspapers or magazines, including a vast number of exciting pictures. Teachers could design exercise by using these humorous pictures, such as expanding knowledge or dialogues and supplementing exercise.

Noteworthy

As previously state, humor as a teaching method is beneficial to both teachers and students. Moreover, humor can be used as a tool to increase learners' interests and memory. However, at the same time, when using humor in the classroom, there are some details that teachers need to pay attention to and avoid.

Humor that satisfies student perception

According to the feedback from the participants of Fata et. al (2018), although the participants believed that humor in a second language class would not cause disrespect, a negative use of humor could cause a gap between teachers and students. As a result of this, Fata et. al recommended that "humor has educational benefits drawn from this research in which enhancing teacher's awareness on the use of humor in teaching by investigating the perceptions and opinions of students and serving as guidelines for English language teachers to avoid the wrong implementation of humor in classroom" (p. 124).

Furthermore, Fata et. al (2018) also found that some second language teachers did not use humor carefully in teaching a second language and did not even consider whether such humor is understandable to learners. This needed "a careful exploration of English teachers' perception on the use of humor in English teaching with a comparison between students' and teachers' perceptions toward the humor added in English teaching class" (p. 124).

Consider cultural background

Wang (2011) believed that culture played a significant role in language teaching. Lack of cultural background knowledge could mainly hinder the development of English teaching. Solving the gaps caused by cultural differences is the key to helping learners master the language and develop English comprehension. As a result of this, as a means of language teaching, humor also needs to consider learners' cultural background. Understanding students' cultural backgrounds can help students use and understand humor.

On the other hand, Guegan-Fisher (1975) found that humor reflected a specific culture and a specific worldview. Students have to understand the corresponding culture from humor, and the teacher should be a concrete manifestation of the target culture. This means that

students need to be exposed to the target language's culture while learning a second language. Teachers should adequately understand the students' cultural backgrounds and the cultural backgrounds of the teaching language.

Petraki and Nguyen (2016) believed that humor teaching needed to consider learners' personalities, such as language proficiency, age, interests, and other aspects. When designing a course full of humor, teachers should avoid taboo topics, distracting learners in the class. Wagner and Urios-Aparisi (2011) discussed the use of humor in language classrooms should based on classroom contents through the use of coding scheme, which not only enhanced the instances of humor, but also encouraged students in a long-term study.

Summary

As mentioned as the above studies, positive humor is a powerful tool in education. Teachers can master students' learning, motivation, and process of learning. Humor can help teachers better connect with students. Additionally, humorous teachers reduce the pressure and burden of students' learning, encouraging students to learn, and helping students in memorization.

Chapter 3: Project design

In this chapter, I intend to explain the rationale for creating strategies and activities for English second language teachers to develop their teaching and help students' remembering things with humor use in the classroom. This workshop will assist teachers as an additional resource when they prefer to use humor in the classroom and provide a laughter-based environment. According to Hellman (2007) and Knowles (1984), using humor in class would keep students' attention and motivation and create a conducive learning atmosphere. In other words, humor and class learning would have a specific connection, and educators should focus on this connection, which would help students succeed in learning.

According to Nasiri (2015), humor is considered "an active learning strategy" (p. 27). Teachers' humor is related to the quality of teaching and students' academic achievement because humor related to teaching content is highly functional (Bekelja Wanzer et al. 2006). As a result of this, second language teachers are supposed to understand the humor while teaching in a second language class. A large amount of research, such as Fata et al. (2018), Bekelja (2006), and Ziyaeemehr et al. (2011), believed that humor is a teaching method, and the use of humor in the classroom benefits both teachers and students. Consequently, humorous teaching methods provide a variety of teaching modes and attractive learning environment and effectively enhance students' language input and output capabilities. At the same time, humor provides second language learners with an easier way to remember things. For learners, they can remember things quick and straightforward with the instructors' humor, and through long-term memory, the learners improve learning and achieve success.

The humorous teaching method aims to express the class content, behavior, and the language of the second language teacher in a cheerful, fun, engaging, and positive way. Hellman (2007) described that humor used in the class must be based on the content being taught and whether or not use of humor would be appreciated. Thus, second language teachers need to analyze and classify the content in the classroom and select appropriate content that allows the application of humor. Humor will motivate students at the same time. Students' learning, progress, and success are factors that teachers need to consider in the teaching process. Humorous teaching methods will help students participate in the classroom, increase engagement, and enhance the ability to use the target language. Therefore, humor as an informal teaching method is worth learning and using for second language teachers.

Long-term memory is like storage (Cowan, 2008). What students learned during a class would be stored in the storage. Enhancing students' long-term memory is also an issue that second language teachers need to consider because students language requires knowledge reserves, such as vocabulary, pronunciation and grammar rules, and so forth. Humor, as Gravett (2005) discovered, is a tool to remember important things if humor is accurately connected with the learning content. Jokes, verbal humor, cartoons and stories are considered to be strategies that can be used as a humorous teaching method because these methods not only improve the classroom atmosphere, engage students' learning but also help enhance the memorization process (Berk, 1996; Girdlefanny, 2004; Muñoz-Basols 2005). Consequently, humor is helpful in helping students remember things.

This project's final product is a workshop that provides accurate information to second language teachers about the humorous teaching method. The humorous teaching method combines classroom teaching content, activities, and comedy effects, and displays of humor through pictures, videos, stories, or body movements. Students remember things, use the target language positively, and deepen their input in the learning process. On the other

hand, the humorous teaching method needs to consider the students' cultural backgrounds. Students come from different countries and have different cultures, habits as well as customs. Humor that is not based on culture would result in difficulties or misunderstandings for students. Therefore, teachers need to incorporate the topics into students' cultural backgrounds and select appropriate humor to test students' learning and memory.

Ultimately, this workshop will also provide strategies based on the humorous teaching method that applies as a teaching resource for second language teachers to use as a classroom teaching tool. These strategies provide advice to second language teachers in selecting humor styles suitable for students and helping students remember things. Additionally, stories, verbal humor, and cartoons are applied to help students form long-term memory and success in four domains of learning a second language. As a result of this, humorous teaching methods encourage students' learning and aid in students' memorization of the content in a lesson.

Chapter 4: The project

Humor is a strategy that can be used in the English learning classroom and teaching process because of its positive influence and its help in memorization. This handbook aims to provide humor strategies for ESL/EFL teachers to help students' memory. Implementing this lesson plan will help teachers find appropriate teaching methods with humor and help teachers play their role in making classes full of fun and laughter.

EFL/ESL teachers should know that students appreciate a teacher with a sense of humor. Suitable and appropriate humor in lessons helps learners participate, motivate, learn, and memorize. With the variety of humor types, choosing humor acceptable to both teachers and learners is the prerequisite for using humor in class. Simultaneously, teachers have to consider the influence of the chosen humor on helping students remember.

This handbook will provide ESL/EFL teachers with a lesson plan that helps students memorize humor. I choose the first lesson of *Longman's New Concept English book 2* to show a class's template. This example is divided into four stages; the second and third stages involve humor in the classroom. The full text is:

Private conversation

Last week I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors. I turned round. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. "I can't hear a word!" I said angrily. "It's none of your business," the young man said rudely. "This is a private conversation."

Stage 1: Know your students

  The following form retrieved from Peregoy and Boyle (2008) provides the details in order to help teachers better understand students' backgrounds:

	Learn basic facts about the student	Country of origin
		Length of time in the United States
		Language(s) spoken at home
	Learn about prior schooling	Schooling in home country
		Interruptions in schooling
		Special areas of prior knowledge
How can I get to know my English language learners?		Literacy in home language and English
	Learn about students by using special classroom activities	Students write & illustrate autobiography
		Students may write in home language
		Dialog journals with teacher
	Learn about basic features of student's home culture	Customs of home culture
		Food preferences
		Religious beliefs
		Roles of children and adults

  After collecting the information, teachers need to summarize students' backgrounds to understand students' information better and choose appropriate humor and humor activities

based on students' culture.

Name	Origin Country	Length in US	Home Language	Schooling in Home	Interruptions in Schooling	Special areas of prior knowledge	Literacy in home language and English
Name	Write & illustrate a can write in home lar	Dialog journals	Customs of home cultu Food preferences		Religious beliefs	Roles of children and adults	

Students backgrounds collection

Stage 2: Choose humorous pictures in teaching

Pictures that are fun and related to class help students learn and remember (Deiter, 2000). Teachers need to search for fun or humorous pictures from different resources via the website. Excellent resources will actively help teachers during a lesson. Hansen et al. (2012) described Pinterest as a useful tool in providing humorous pictures that help teachers in the learning process.

While designing a class, teachers could create content and pictures together. Vivid pictures match the content of learning, forming an easier way for students to associate the learning and help memorization in combination with reality.

In my current school, most ESL learners are from Mexico, and some are from Asia. An ESL classroom includes students whose mother languages are Spanish or an Asian language, according to their different cultures and backgrounds. I always find humor in Pinterest. I would search Mexico humor or Asian humor to find what kind of pictures would attract students' attention and connect with vocabulary learning and sentence forming.

For the lesson text provided above, the vocabulary includes the words: angry (adjective), attention (noun), bear (verb), conversation (noun), loudly (adverb), private (adjective), and rudely (adverb). I will search for the appropriate pictures based on Mexico

and Asian culture. If there is no corresponding picture, the teacher can find a picture

acceptable to all students.

Vocabulary	Picture(s) that can be used in class	Sentences forming based on the picture
angry (adj.)		He is angry. He speaks angrily.
attention (n.)		The boy did not pay attention. He does not pay any attention.
conversation (n.)		This conversation does not work.
loudly (adv.)		He sings loudly.
private (adj.)		I want a private conversation.
rudely (adv.)		He speaks rudely.

Stage 3: Verbal humor to teach text and reading

Due to the humor in the text of the example lesson I chose, all my verbal humor is in the classroom explanation. The strategies I chose are:

1. Singing/imitating classroom instructions: This is an exciting way to capture students' attention effectively. Before I start to explain the text, I will use part of the SpongeBob theme song as instruction, for example: "Are ya ready kids? I can't hear you." For another example, I will issue the "Next" command in the form of singing, for example: "What are we doing now/What's next?..."

2. Combining high and low voices and imitating context: When teaching "I could not hear the actors," I will lower my voice, but I will raise my voice while we are in "This is a private conversation." When students ask questions or repeat, I "did not pay any attention." By doing so, the students can feel the characters' environment in the text in the classroom and better deepen the students' language use.

3. Reverse and exaggeration: This is reflected in the tone and intonation. When learning, "I did not enjoy it," I will use a disappointed tone. However, I would be furious when learning, "They were talking loudly." Additionally, I will use eyes to explain, "I turned round. I looked at the man and the woman angrily."
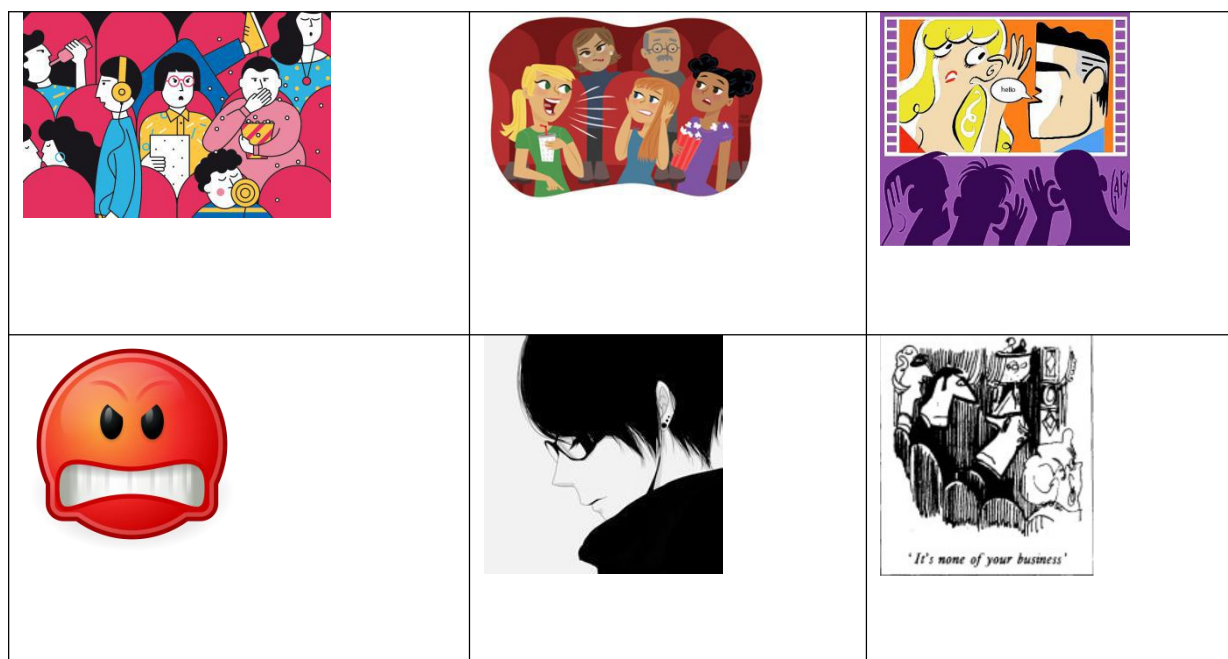
As described by Girdlefanny (2004), teachers are not comedians. We can let students learn and remember the content of the class by doing our best.

Stage 4: Use humorous story worksheet to reinforce learning and memory

After learning the main content, I will choose another humorous story method to cultivate students' creativity and make students remember the knowledge learned from the content. iSLCOLLECTIVE is a great resource. ESL/EFL teachers can show students stories in different forms of exercises according to the learning content or require students to use different forms to design stories through understanding materials. Also, taking the text provided above as an example, I will choose picture expansion, allowing students to repeat or change the text based on the pictures listed.

       Since the article I chose is not for beginners, learners have a particular foundation in English. According to the horizontal and vertical directions of the chart, learners can create sentences on their own. These sentences may be similar to the original text or different and may have added connectives, such as "because." Sentences formed by learners themselves are essential feedback for learners' learning and memorization.

       This Lesson plan provides direction and ideas for ESL/EFL teachers who tend to use humor to help learners remember. Second language teaching can rely on the teacher's teaching and incorporate many supplies that are conducive to the memory of students, such as pictures. Through students' learning feedback, this Lesson plan has played a role in student memory, and most students can have long-term memory.

Chapter 5: Conclusion

Language learning is complicated because the content of the language includes a variety of expressions, rules, grammar, and structures; it also requires language learners to accumulate a large amount of knowledge in their learning. Choosing appropriate teaching strategies to encourage learners to keep their confidence, enthusiasm and help memorization for language learning is a critical challenge that language teachers need to consider all the time. Learners are willing to maintain a positive learning attitude and follow the teachers' teaching in the classroom if teachers provide acceptable entertainment within education.

I am not a native English speaker, but I indeed benefited by humorous teachers. I always recall the funny classes with a humorous teacher who taught English rules, structures, tenses, and expression in an amusing way. I think that my memory is strengthened by the teachers' humor, and this has made me wish to understand the teaching strategy of humor. I feel that humor can be a strategy for second language teachers to teach a second language, especially when I see that my language students can firmly foster a specific knowledge. My enthusiasm for teaching with humor has been even more aroused through this research. After reviewing literature and materials, I found that using humor as a study that can help students remember is not my first. With more depth, I believe that humorous pictures and stories and verbal humor can help language learners improve the memory of language learning. With humor in the classroom, second language teachers still need to pay attention to the learner's background and culture. In other words, the use of humor should benefit students and avoid students' misunderstandings.

Second language teachers can use this thesis as a handbook for humor teaching. The thesis mainly uses humorous resources in the classroom process to help students strengthen their memory of knowledge and provide some practical resources. To increase the students' long-term memory, teachers should pay attention to the acceptable degree of humor with their students. Therefore, paying attention to students' personal backgrounds and culture is the prerequisite for using humorous teaching strategies. Through this handbook, second language teachers can combine student participation, motivation, engagement and memory at the same time to improve students' language and memory skills.

Furthermore, students' classroom learning occupies most of the students' learning. Under the long-term conditions of multiple subjects and stress, it is difficult for students to achieve the required attention level. Through humorous teaching strategies, students' spirits are relaxed, and at the same time, they unconsciously remember knowledge through entertainment. The ability to use and recall language content in the future is also enhanced. Additionally, most students are willing to remember things that make them laugh. Humorous teachers play a positive role in building a language foundation.

On the other hand, with the increasing number of ESL/EFL students, the learners' level in second language education varies. The humorous teaching strategy's further work is to combine the characteristics of the students' level, integrate it with reality, and give play to the greatest impact of humorous strategies on students' memory in the process of entertaining and learning. At the same time, second language educators need to study further whether students who learn through humor can form humorous expressions by themselves. In addition, in combining different types of education, humor increases students' memory in other modes, such as online classes, adult education, and special education.

In short, humorous teaching strategies positively affect students' memory, even if students' background and culture are needed as a foreshadowing. However, after continuous

discussion and research by second language teachers, humor on memory is an essential

language teaching link.

Appendix A: PowerPoint Presentation

Humor and Its Use

During a Lesson

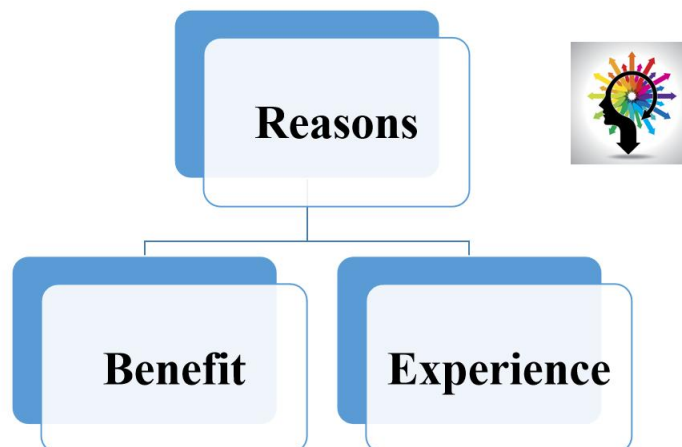**Can It Help Students to**

Remember Things Better?

Slide #1

SELF INTRODUCTION

@ **Peng Yang**

- COME FROM CHINA
- WORK IN SOUTH CAROLINA, US
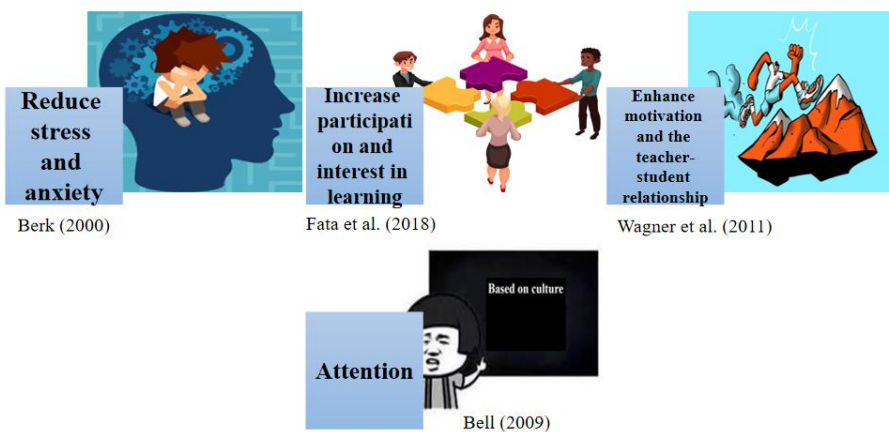- CHINESE TEACHER

Slide #2

Reasons

Benefit   **Experience**

Slide #

Why humor?

Slide #4

Benefits of humor in class
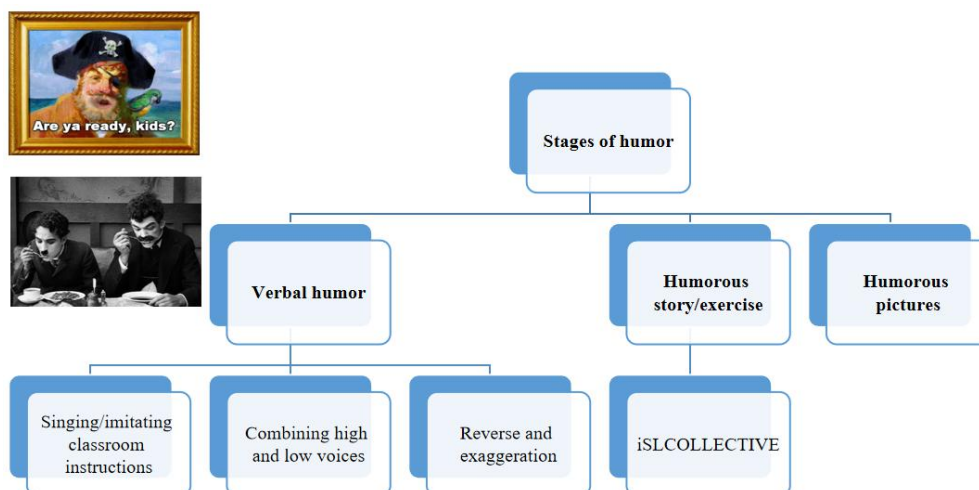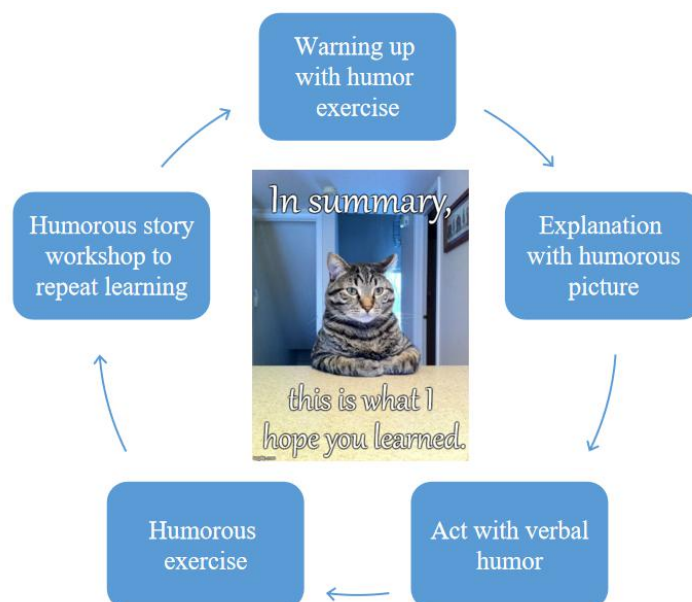

Slide #5

"People remembers things that are fun" Chabeli (2008).

Slide #6

Slide #7

Slide #8

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Slide #9

Slide #10

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